



### Part I. New Syllabus of Record

FIAR 101

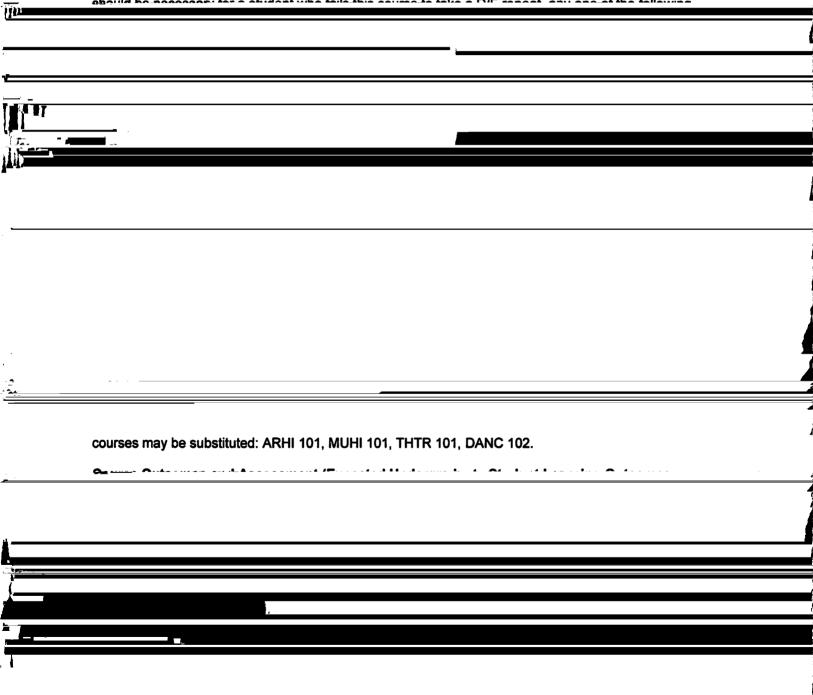
Introduction to Fine Arts

3 class hours, 0 lab hours, 3 credits (3c-0l-3cr)

Prerequisite:

None

An exploration of Visual Art, Theater, and Music, examining their conceptual and aesthetic underpinnings, selected works, and their primary and similar functions in the expression of cultural, political, and personal views of the world around us. Class experience includes the analysis of at least one major work of each form, attending at least two live performances, viewing of selected works, and creative activities. If it



What is art? (3 hours)	
A  nnk at cultural and contextual of aspects of Visual Art and its relevance to the time and place in	
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The Artist: (3 hours)

Design: (3 hours)

A discussion of the role of the artist in today's society and how that role has changed historically.

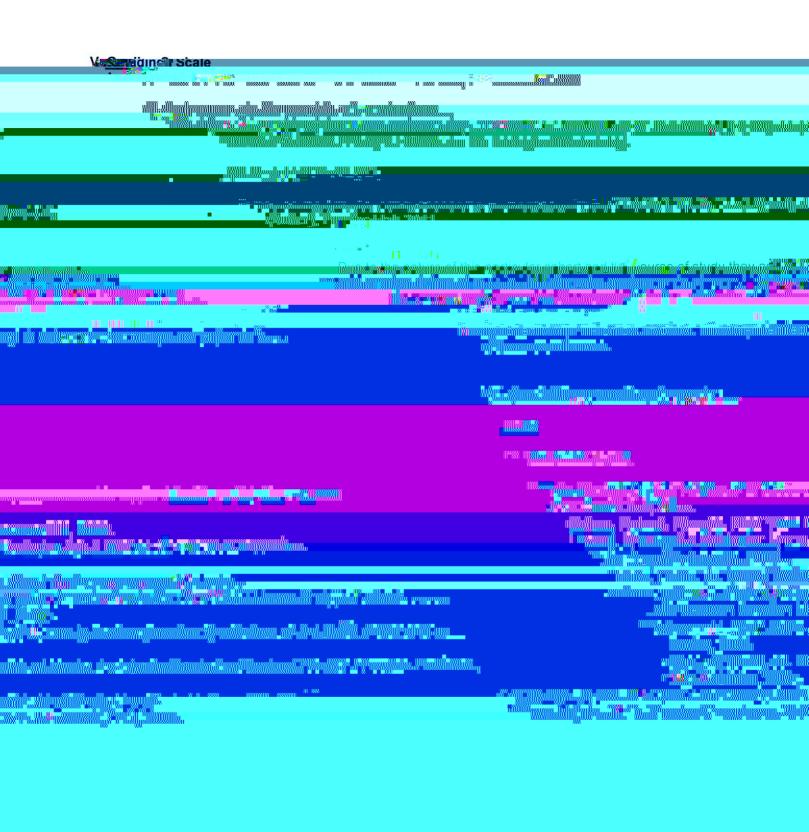
The foundations of design and a vocabulary for discussing visual imagery.

## Media and Materials: (3 hours)

their own ideas.

The materials used to create the various forms of visual art - drawings, paintings, sculpture, etc. and how the use of materials affects and reflects the artists' vision.

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	audience; differences between plot and story; dramatic and theatrical styles; theatrical	
	conventions Theory and Criticism (1 hour)	
	Explanation of theater theory and theories: criticism and reviews: the role of dramatums:	
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	analyzing and criticizing a performance; a critic's audience	
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Part II, 2 Summary of the Proposed Revisions

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	alignment with the new Liberal Studies format. The old Syllabus of Record is only available to this writer as PDF.

## Introduction to Fine Arts - Theater Unit - First Assignment - Narrative

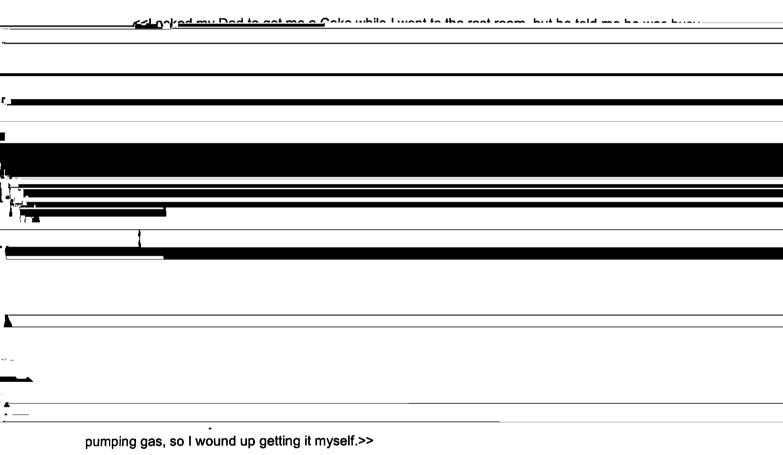
Due to me Monday of second week of class.

Write a story - a narrative - no more than two single-spaced pages, no less than one single-spaced page - about something that recently happened to you. It does not need to have a plot, or conflict, or any significance, but it must be something you've experienced lately - maybe a stop at a rest area on the way here, or a particular good-bye when you left home, or whatever.

You are not allowed to quote anyone - for instance -

<So I said to my Dad, "Get me a Coke while I go to the rest room, Will ya?" and he said "I'm pumping gas, you'll probably be done before I am", so I went and got my own Coke.>>

Would NOT be acceptable for this exercise - but something like this would work:



WOULD be acceptable.

This assignment MUST use proper grammar, and proper (written) language; you will get to use more colorful and less proper (spoken) language in the second assignment.

You will be graded on clarity of story, grammar, and spelling. I will not judge the level of drama (or lack thereof) in this assignment.

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<u>'-</u>	Instructors for the various components of this course collaborate on the development of the syllabus to insure consistency of content and activities for the summer session. There is one section of the course with multiple instructors. To the best of our understanding, the need for conincles with the course with multiple instructors.
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<u>a-</u>	
	factor, as the syllabus of record is used by each instructor.
	В
	A review of the bibliography presented in the syllabus of record will clearly demonstrate the commitment to multicultural, non-gender specific pedagogical materials. Examples include Art 21, A History of Music in Western Culture. Exploring Art: A Global Thematic Approach Worlds of Music and LL
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<u>-</u>	Anthology of Living Theater.

### FIAR 101, INTRODUCTION TO THE ARTS

#### **Syllabus of Record**

(3c-0l-3cr)

I. Course Descrip
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This course introduces the basic concepts and significance of art, music and theater. For each of

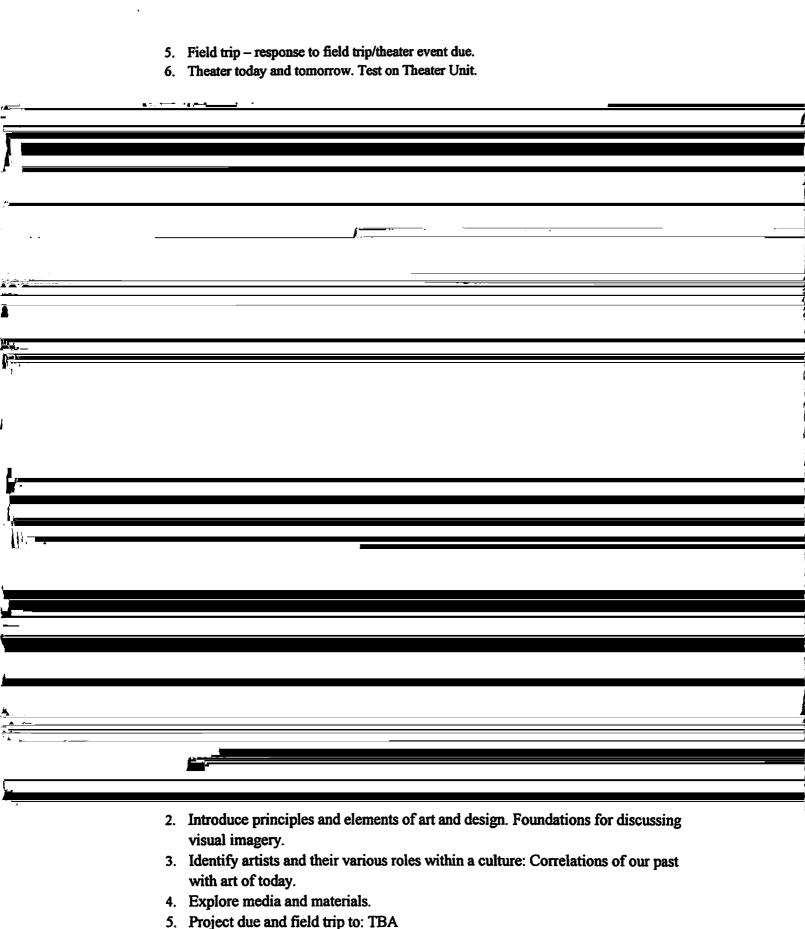
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ny_	exposed to representative artworks, as well as actually experiencing and responding to arts
	events.

#### **II. Course Outcomes:**

Students will be able to:

- A. Define basic elements of art, music and theater in order to identify them in selected artworks.
- B. Identify the creative artists, author, composer and/or performer(s), cultural origin, genre, and function for each work in a diverse repertory chosen for the class.
- C. Experience works of art, then be able to describe and assess the works and articulate personal reactions using an informed vocabulary, including technical and/or historical terms.
- D. Analyze and practice the modes of spectatorship appropriate to a diverse range of artistic events.

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6. Response to field trip/exhibition due. Test on Unit 2.

that event, unless arrangements have been made prior to the event due to authenticated illness or emergency. In such an excused situation, the student will have to attend and respond to another event determined by the instructor.

## VII. Recommended Textbook:

Sporre, Dennis J. Perceiving the Arts: An Introduction to the Humanities. Upper Saddle River, NJ: Pearson Prentice Hall, 2009

## VIII. Special Resource Requirements:

None

#### IX. Bibliography:

Art: 21, Art in the Twenty-First Century. PBS Home Video, 2003-2009

Bonds, Mark Evan. A History of Music in Western Culture. Upper Saddle River, NJ: Pearson

# Coben\_Robert Theotre. New York: McGraw-Hill 2002

Macy, Laura, ed. Grove Music Online: http://www.grovemusic.com.

Lazzari, Margaret & Schlesier, Dona. Exploring Art: A Global, Thematic Approach. Belmont, CA: Thomson/Wadsworth, 2006.

Sporre, Dennis J. Perceiving the Arts: An Introduction to the Humanities. Upper Saddle River, NJ: Pearson Prentice Hall, 2009

Staniszewski, Mary Anne. Believing is Seeing: Creating the Culture of Art. New York: Penguin Books, 1995.

Titon, Jeff Todd, ed. Worlds of Music: An Introduction to the Music of World's Peoples. Belmont, CA: Schirmer, 2002.

Willoughby, David. The World of Music. New York: McGraw-Hill, 2006.

Wilson, Edwin. The Theater Experience. New York: McGraw-Hill, 2003.